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privately discovered in the clearing of new apartments for its accommodation.

During the week of October 9-16, 1912, the Third International Congress of Archaeology held its sessions in Rome. Two important papers were read by Americans. Professor A. L. Frothingham discussed the 'true origin and history of the arch of Constantine', concluding that it was originally built by Domitian, partly destroyed after his *memoriae damnatio*, used afterward as a 'sort of generic triumphal arch' for whatever emperor received a triumph (hence the reliefs and medallions of different epochs), and finally in the year 313 A.D. restored and re-dedicated to Constantine⁵. Dr. Esther B. Van Deman, fellow of the Carnegie Institution of Washington, gave a resumé of the results of her studies in Roman concrete construction. She aims to establish a building canon for every age, with which to determine the chronology of doubtful or wrongly dated structures⁶.

Mention may be made in closing of a new and enlarged edition of the Kiepert-Hülsem Formae Urbis Romae Antiquae, published by Reimer (Berlin, 1912). There are four maps, and the literary evidence is collected into three chapters, the first dealing with temples and the like, the second with Christian Churches and monuments, and the third with public and private monuments of a miscellaneous character. An index of modern names has been added. Another important revision of the last year is that of Wolfgang Helbig's guide, *Führer durch die öffentlichen Sammlungen klassischer Altertümer in Rom*. Dritte Auflage herausgegeben unter Mitwirkung von Walter Amelung, Emil Reisch, Fritz Weege (Leipzig, 1912). A new work on the Forum by E. de Ruggiero, professor of Greek and Latin antiquities at the University of Rome, has recently appeared.

COLUMBIA UNIVERSITY.

JOHN R. CRAWFORD.

AN EXPERIMENT WITH THE DIRECT METHOD IN GREEK¹

The trial given to the Rouse method in the Elementary Greek Course at the University of Michigan this year has not been thorough and therefore, perhaps, not entirely fair; it has, however, enabled me to form some opinion of the extent to which the method may be available for our use. What I have to say is, of course, directly concerned with the situation in American Colleges.

The Greek Department at Michigan decided to make this experiment only under the strong proviso that just as much stress as ever should be laid on the learning of the forms and the syntax, and that this should not be neglected in order to prac-

tise the class in conversation; for, whatever the method of instruction, it is certain that only a superficial and comparatively worthless command of the language can be gained without this sound foundation. In view of this, which seems to be the only reasonable aim in teaching Greek or any other language, I venture to say that the chief objection to the use of the Direct Method in College Classes will be that of lack of time. The method is no time-saver; on the other hand, it requires the utmost care and watchfulness on the part of the teacher, and, I am convinced, more time to cover satisfactorily the given ground. This may not be an objection to its use in the Secondary Schools, but in College courses in elementary Greek the question of time is important. It is necessary to do in one year the work that is ordinarily spread over two in the High School, and therefore anything which unnecessarily makes progress slower is a decided embarrassment.

This is the only real difficulty with the method itself that I experienced—provided, always, that the method is not employed to produce a showy but superficial ability to handle ordinary Greek without a real, independent knowledge of the facts of the language. I am sure that Dr. Rouse has no such charlatanic aim.

On the other hand, I was not at all satisfied with the text-books edited by Dr. Rouse (*A Greek Boy at Home* and *A First Greek Course*), and my present opinion is that American Greek teachers will do better, if they care to experiment with the Direct Method, to keep their old text-books and to base their work upon them. Dr. Rouse's books and articles ought to be accessible for purposes of reference, and teachers should own at least some of them; they are full of valuable suggestion and material.

My objection to Dr. Rouse's books are two: first, the vocabulary used in *A Greek Boy* is very large, contains many words that are seldom found in ordinary Greek, and introduces too few of the words used by the authors that the students in this country will, in the ordinary course of events, next read; secondly, both of Dr. Rouse's books, but particularly *A First Greek Course*, contain so many misprints and unclear and erroneous statements that American beginners' books are safer to use and will also have the advantage of giving the student at once the grammatical terminology current in American class-rooms.

I must of course substantiate these statements. As for the vocabulary, my students found it embarrassingly large, and I was forced to insist upon their acquiring only the more common words. This adds an element of uncertainty to the teaching of a working vocabulary, which even at best is perhaps the hardest thing that an instructor has to do. Furthermore, I can see little good in making pupils tax their memories with such words as *σκόραδον*,

⁵ See *The Century* for January, 1913.

⁶ See *THE CLASSICAL WEEKLY* 6.71.

¹ Summary of a paper read before The Classical Conference of the Michigan Schoolmasters' Club, April 4, 1913.

ἀκρόδρουν, καλιά, σέλινα, πέλος, κάρουν, βλαῦται, and the like; they are to be met with, but not frequently, and there is, as we all know, a limit to the power of acquiring a vocabulary. In general, the words dealing with farm life are very unlike those used by Xenophon and Homer.

Of the unclear and erroneous statements, I will give a few examples. On page 10 of A First Course is the following, regarding the comparison of adjectives: "If the vowel of the syllable before the stem-vowel is short, -σ of the stem becomes -ω". Immediately below, however, is cited -πικρός, πικρότερος, πικρότατος. On page 61 we read that the perfect subjunctive middle is formed "by combining the present with εἰμι, 'to be'". On page 67 the statement is made that "guttural and labial stems often aspirate the stem final perfect" (doubtless the author means the final consonant of the perfect stem). There are other statements in the same book which in my opinion could be made clearer, and, besides, there are many misprints which might mislead a beginner. The following are a few that I have noticed: A First Course, page 5, πότεν for ποθέν; 32, "ἔταν 'wherever'"; 47, δακρύος; 74, δεικνῶσι; 80, ἡδione (for ἡδιον); A Greek Boy, page 4, ὁρῶ, δ' τὸ . . .; 7, line 11, ἡμᾶς for ἡμεῖς; 24.9, πέδιον; 29.9, φίλος; 29.24, πονήρου; 32.15, πλῆγας; 32.16, ἐὰν . . . λέγεις.

Much of the above is adverse criticism, though, I think, justified. I have found, however, much in Dr. Rouse's suggestions that is valuable and worthy of adoption. The *viva voce* use of Greek in the class-room is a gain, both to enliven the recitation hour and to put into constant practice what the students are from day to day learning. A Greek Boy will prove interesting to the class, and, to my mind, Dr. Rouse has devised an order of presentation of the grammar that is the best in any set of beginners' books, because in the fewest lessons after the start it puts most Greek at the student's disposal, so that he can at the very first deal with interesting and sensible, not nonsensical, material.

UNIVERSITY OF MICHIGAN.

FRANK E. ROBBINS.

Teachers of Latin and Greek occasionally attempt to add a conversational flavor to their subjects by speaking to their classes in the dead tongue. One wonders if, outside their carefully prepared questions and answers, they could match some of the boys who astonished the meeting of the Association for the Reform of Latin Teaching recently held in Cambridge, England. What was seen there, according to the London Daily News, "has a significance which stultified the angry disputes ranging round modern or classical education". Thus:

When a youngster assumes the place of his Latin master at the desk, takes up Virgil, gives (in Latin) a brief resumé of the last lesson, and then (still in that language) conducts boys of his own age through the next lesson, while a congress of about

two hundred teachers watches him intently, and he shows little sign of nerves, then it must be said the advocates of the 'direct method' have made a good case. That has taken place here this week. That boy was not 'displayed', it must be understood. He was not precocious. He was merely a bright lad, whose place might have been taken by a number of the other boys present.—From the Boston Weekly Transcript, Oct. 17, 1913.

In a story called Brother Copas (1911, Scribner), A. T. Quiller-Couch introduces his translation of the Pervigilium Veneris, published separately in 1912. The translation is an excellent one, the rendering of the haunting refrain being particularly interesting, though not as smooth as the original: "Now learn ye to love who loved never—now ye who have loved, love anew!" (*Cras amet qui numquam amavit, quique amavit cras amet*). There are also a number of Latin phrases scattered through the book. But I wish rather to call attention to some words in the chapter in which Brother Copas is discovered at work on his translation by his little friend Corona, whom he has recently started in the study of Latin. The girl says: "I was thinking, if people are able to put into English all that was ever written in Latin, why don't they do it and save other people the trouble?" "Now I suppose", says Copas, "that in the United States of America—land of labour-saving appliances—that is just how it would strike everyone". He finally answers her question: "Because the more it was the same thing the more it would be different. There's only one way with Latin and Greek. You must let 'em penetrate: soak 'em into yourself, get 'em into your nature slowly, through the pores of the skin". "It sounds like sitting in a bath". "That's just it. It's a baptism first and a bath afterwards; but the more it's a bath, the more you remember it's a baptism". A little later we have a sample of Latin teaching—Copas leads Corona to translate word by word *cras amet qui numquam amavit*. Farther on, Copas elaborates his views on translation: "If by any chance we could, in English, find the right way to translate Homer, why should we waste it on translating him? We had a hundred times better be writing Epics of our own. It cannot be done. If it could, it ought not. The only way of getting at Homer is to soak oneself in him".

B. L. ULLMAN.

THE CLASSICS ABROAD

The force of a tendency may often be measured by the force of the reaction against it. On this principle it is clear that the tendency away from the Classics as an element of liberal education has gained a powerful momentum in France. A letter from Paris in a recent issue of The Nation gives a vivid impres-